

**Program Description/Textbook or Print Instructional Material**

|                                |  |
|--------------------------------|--|
| <b>Vendor</b>                  | McDougal Littell, a division of Houghton Mifflin Company |
| <b>Web URL</b>                 | www.mcdougallittell.com                                  |
| <b>Title</b>                   | <i>¡En español!</i> Level 3                              |
| <b>Author</b>                  | Gahala, Estella, et al.                                  |
| <b>Copyright Date</b>          | 2004   |
| <b>ISBN</b>                    | 0-618-25068-9  |
| <b>Edition</b>                 | 2nd  |
| <b>Course/Content Area</b>     | Arts and Humanities, World Languages:<br>Spanish         |
| <b>Intended Grade or Level</b> | 6-12   |
| <b>Readability Level</b>       | Appropriate for proficient language learners             |
| <b>List Price</b>              | \$ 66.72   |
| <b>Lowest Wholesale Price</b>  | \$ 58.02   |

**The Kentucky Department of Education must receive a copy of the alternative format if the instructional material is placed on the State Multiple List.**

**Level of Accommodations** Level Three

If Level Two or Level Three, please provide rationale for not meeting Level One Compliance

**Rationale** Level One would require reproducing the entire program in a different application.

**FEATURES****Disclaimer**

The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, or of the Kentucky Department of Education.

**Content**

*¡En español!* builds student knowledge of Spanish through authentic language presentation, extensive cultural information, and effective teaching and learning

strategies. Students are presented language thematically and in context. There are strategies integrated into each *etapa* that develop listening, speaking, reading and writing skills and compare cultures. Consistent color-coding and audio support in vocabulary and grammar lessons provide clear explanations to ensure success for all learners. Student-centered activities practice new concepts in context. The program also includes a variety of individual, paired and cooperative learning options. *¡En español!* is also rich in cultural images, information, realia and real-world activities to support learning about Spanish-speaking culture. Technology is also integrated into the program to provide frequent opportunities for authentic language exposure and self-guided practice.

## **Student Experiences**

*¡En español!* contains a wide variety of experiences and activities integrated throughout the program. Vocabulary is introduced in context, and students have the opportunity to view and listen to age-appropriate material through the Video and Audio Programs. Grammar is presented using clear labeling and color-coded visual representations. Students then practice skills with activities that gradually progress from controlled to transitional to open-ended. Pair and group activities allow students to communicate and exchange information while practicing grammatical structures and pronunciation. Test-taking strategies help prepare students for assessments in all curriculum areas. In addition, students complete real-world, hands-on activities and develop reading skills through cultural information presented in the program. They are encouraged to make comparisons between their native language and culture and the Spanish-speaking world. Students can also practice at their own pace using technology such as the Take-Home Tutor CD-ROM and Online Workbook.

## **Assessment**

*¡En español!* provides on-going, comprehensive assessment options for students. There are both print and technology options for testing. Students have the opportunity to self-assess using two technology pieces, the Take-Home Tutor CD-ROM and the Online Workbook. In print, the program integrates both objective and subjective assessment into its Unit Resource Books for easy lesson planning. For each unit, the assessment options include vocabulary and grammar lesson quizzes, lesson exams in two forms, portfolio assessment, unit comprehensive tests, native speaker lesson and unit exams, supplemental multiple choice items, and applicable answer keys. Assessment of listening and speaking skills are integrated into the testing written, reading and cultural assessment. Lesson and unit exams incorporate the Audio Program to assess comprehension of authentic language. Teachers also have the ability to create their own tests and quizzes with the Test Generator CD-ROM, as well as post tests they've created online for students using eTest Plus Online.

## **Organization**

*¡En español!* helps students move gradually from comprehension through production. Each book is organized into six units, each with three lessons or

*etapas*, situated in a different location so students learn in an authentic context. The well-organized lesson structure with clearly stated objectives builds success. Our two-step vocabulary introduction process begins with the *En contexto* section where active vocabulary is visually pre-taught in a relevant context. Motivating dialogues with embedded vocabulary and grammar depict real-life situations within the *En vivo* section. Both the *En contexto* and *En vivo* sections integrate video and audio learning. Related practice activities in the *En acción* section move from a controlled to meaningful to communicative use of the language. Lessons also integrate culturally rich reading in the *Lecturas* section. In addition, the *En colores* section presents culturally authentic and thematically relevant materials that make the language and culture come to life for students. Finally, lessons end with review and extension activities in the *En uso* and *En res*

## Resource Materials

The following materials are available to supplement the Pupil's Edition of *¡En español!*: Teacher's Edition, *Más práctica (cuaderno)* Workbook, *Cuaderno para hispanohablantes* (Native Speaker Workbook), *Actividades para todos* (Activities for All) Workbook, *Lecturas para todos* with Test Preparation, *Lecturas de tu mundo* Reader, Teacher's Resource Package, Back to School Pack, Lesson Plans, Total Physical Response Storytelling Booklet, Posters, Visual Grammar™ Word Tiles, Integrated Audio CD Program, Integrated Video Program, *Canciones del mundo hispano* Audio CD, eEdition Plus Online, eEdition CD-ROM, Take-Home Tutor CD-ROM, EasyPlanner CD-ROM, EasyPlanner Plus Online, Test Generator CD-ROM, eTest Plus Online, ClassZone.com

## Gratis Items to be provided and under what conditions -

**One free class set per teacher teaching the course:** Pupil's Edition (PE), *Ventanas tres* **One free per teacher teaching the course:** Teacher's Edition, Teacher's Resource Package, Back-to-School Pack, *Lecturas para todos* and *Lecturas de tu mundo* Teacher's Editions, Lesson Plans, Posters, Total Physical Response Storytelling, Visual Grammar™ Word Tiles, Audio Program, *Canciones del mundo hispano* Audio CD, EasyPlanner CD-ROM, *Intrigas y aventuras*, Test Generator CD-ROM, Video Program (VHS or DVD) **Choice of 1 of 3 workbooks per PE purchased, life of the adoption:** *Más práctica cuaderno*, *Actividades para todos*, *Cuaderno para hispanohablantes* **Choice of 1 of 2 readers per PE purchased, life of the adoption:** *Lecturas para todos*, *Lecturas de tu mundo* *¡En español!* **One 1-year license free per teacher renewable upon request, life of the adoption:** EasyPlanner Plus Online **One per PE purchased:** eEdition CD-ROM, Take-Home Tutor **One 1-year license free per PE purchased renewable upon request, life of the adoption:** eEdition Plus Online, eTest Plus Online

## Available Ancillary Materials

*Ventanas tres*, Teacher's Edition, Teacher's Resource Package, Back-to-School Pack, *Lecturas para todos* Teacher's Edition, *Lecturas de tu mundo* Teacher's Edition, Lesson Plans, Posters, Total Physical Response Storytelling, Visual Grammar™ Word Tiles, Audio Program, *Canciones del mundo hispano* Audio

Grammar<sup>TM</sup> Word Tiles, Audio Program, *Canciones del mundo hispano* Audio CD, EasyPlanner CD-ROM, *Intrigas y aventuras*, Test Generator CD-ROM *Más práctica cuaderno* Workbook, *Actividades para todos* Workbook, *Cuaderno para hispanohablantes* Workbook, *Lecturas para todos* Pupil's Edition, *Lecturas de tu mundo* Pupil's Edition Video Program DVD, Video Program VHS, eEdition CD-ROM, Take-Home Tutor, eTest Plus Online, EasyPlanner Plus Online, eEdition Plus Online

## Research Data and Evidence of Effectiveness

Disclaimer: The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, or the Kentucky Department of Education

Note: Please complete this section by indicating the research data and evidence of effectiveness, or give a web site where the information is located. If there is no research data and evidence of effectiveness, please indicate "not available".

**Research Available**

No

If yes, provide information below.

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

|                       |                                |                           |          |
|-----------------------|--------------------------------|---------------------------|----------|
| <b>Title</b>          | <b>En Espanol, Level 3</b>     |                           |          |
| <b>Publisher</b>      | McDougal Little                |                           |          |
| <b>Item Evaluated</b> | Text and gratis materials      |                           |          |
| <b>Content Level</b>  | Spanish middle and high - 6-12 | <b>Copyright Date</b>     | 2004     |
| <b>ISBN</b>           | 0-618-25068-90-618-25068-9     | <b>Date of Evaluation</b> | 07/21/04 |

**Recommended YES**

**Publisher's Explanation of Reviewer's Comments:**

**Technology Strengths**

Videos/DVDs/CDs beneficial for understanding spoken language and self-assessment

**Instruction & Assessment Strengths**

Most exercises appropriate and assessment is fair; assesses in target language most of the time to help build all skills.

**Organization & Structure Strengths**

Logical organization with respect to language acquisition; smooth transitions.

**Resource Materials Strengths**

Gratis materials integrate well with text and are necessary to build all language skills.

**Technology Weaknesses**

Many of the items cost extra; some games not user-friendly.

**Instruction & Assessment Weaknesses**

Needs more concentrating on building listening skills.

**Organization & Structure Weaknesses**

**Resource Materials Weaknesses**

**Technology Comments**

The CD-ROM activities are appropriate, but the games are difficult to play and distract from the learning goals. Many activities not user-friendly, though the lesson planner and test generator CDs are fabulous.

**Equipment**

|                 |     |           |     |        |     |       |     |
|-----------------|-----|-----------|-----|--------|-----|-------|-----|
| Windows         | Yes | Macintosh | Yes | CD ROM | Yes | Sound | Yes |
| Equipment Other |     | CDs       |     |        |     |       |     |

**Grade Level**

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Primary No Intermediate No Middle No High Yes

**Audience**

|            |     |             |    |             |     |
|------------|-----|-------------|----|-------------|-----|
| Individual | Yes | Small Group | No | Large Group | Yes |
|------------|-----|-------------|----|-------------|-----|

**Format**

|                         |    |            |     |              |     |
|-------------------------|----|------------|-----|--------------|-----|
| Stand Alone/Independent | No | Integrated | Yes | Supplemental | Yes |
|-------------------------|----|------------|-----|--------------|-----|

**Cost**

|                 |       |                |       |
|-----------------|-------|----------------|-------|
| Single Copy     | 66.72 | School Version | 77.62 |
| Network Version | 9.32  | Online         | 3.96  |
| Site License    |       | Lab Pack       |       |

**Type of Software**

|                   |     |                    |     |                          |    |
|-------------------|-----|--------------------|-----|--------------------------|----|
| Simulation        | Yes | Tutorial           | Yes | Critical Thinking        | No |
| Management        | Yes | Exploratory        | Yes | Utility                  | No |
| Interdisciplinary | No  | Creativity         | Yes | Type of Software - Other |    |
| Problem Solving   | Yes | Drill and Practice | Yes |                          |    |

**Management**

|   |   |
|---|---|
| 3 | Allows customizing for individual learning needs      |
| 4 | Allows Students to exit and resume later              |
| 3 | Keeps student's performance record, where needed      |
| 4 | Allows control of various aspects of software (sound) |
| 4 | Allows printed reports                                |

**Presentation/Interface**

|   |  |
|---|--|
| 4 | Presents material in organized manner                      |
| 1 | Consistent, easy-to-use, on-screen instructions            |
| 4 | Developmentally correct presentation/ format               |
| 3 | Adapts to different learning styles/multiple intelligences |
| 2 | Accessible for special needs students                      |
| 3 | Runs smoothly, without long delays                         |
| 4 | Easy-to-view text and graphics                             |
| 4 | Easy-to-hear and understand sounds                         |
| 4 | Avoids unnecessary screens, sounds, and graphics           |
| 4 | Provides immediate, appropriate feedback                   |
| 2 | Presentation/Interface Comments                            |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

| <i>Rating</i>  | <i>Strength</i>   | <i>Weakness</i>  |
|--|---|--|
| <b>Identifies a Sense of Purpose</b>   |   |  |
| 3  | Establishes importance of language study early on - improvement on emphasis from earlier levels.  |  |
| <b>Provides Guiding Questions and Instructional Objectives</b>   |   |  |
| 4  | Establishes importance of language study early on - improvement on emphasis from earlier levels.  |  |
| <b>Develops and Builds on Student Ideas</b>  |   |  |
| 4  | Students constantly use prior knowledge and build on this with new information to fully realize the language.   |  |
| <b>Encourages student to become an independent learner (performer, creator, speaker)</b>   |   |  |
| 4  | This level provides a great deal more of independent, critical thinking exercises for students to contemplate. While emphasis on language as communicative continues, students begin to evaluate culture independently. |  |
| <b>Assesses Student Progress – Commonwealth Accountability Testing System (CATS) “like” Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included.</b> |   |  |
| 3  | Assessment at this level favors more open-response and productive types of questions rather than basic identification questions - however, this is appropriate for the level of text.                                   |  |
| <b>Enhances the Learning Environment</b>   |   |  |
| 3  | Learning environment is enhanced if all gratis items are integrated into instruction.   | Text alone does little to completely spice up the environment. |
| <b>Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout</b>   |   |  |
| 4  | Level increases as student knowledge increases - very appropriately acknowledges student ability level as well as growth level.   |  |
| <b>Includes activities and opportunities for integration of technology</b>   |   |  |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

| <i>Rating</i> | <i>Strength</i>   | <i>Weakness</i> |
|---------------|---|-----------------|
| 4             | Technology can be integrated through use of CD-ROMs, videos, DVDs, etc - allow for independent tutoring and exploratory activities. |                 |

**Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking**

|  |  |                                 |
|--|--|---------------------------------|
|  | Gratis materials promote this if used with text. | Text alone cannot achieve this. |
|--|--|---------------------------------|

**Is aligned to the Program of Studies and Core Content for Assessment**

|   |  |  |
|---|--|--|
| 4 | Aligned to Program of Studies for world languages. |  |
|---|--|--|

**Includes opportunities for writing (reviews / personal response / reflection)**

|   |  |  |
|---|--|--|
| 4 | Opportunities for writing frequent and varied, as well as appropriate for level. |  |
|---|--|--|

| <i>Rating</i>  | <i>Strength</i>      | <i>Weakness</i>  |
|--|----------------------|--|
| <b>Language skills (listening, speaking, reading, writing) balanced and integrated within each lesson.</b> |                      |  |
| 4  | Mostly even balance. | Could concentrate more on building advanced listening skills |

**Students are given opportunities to communicate in target language in contextual, meaningful, and authentic situations for interpersonal, interpretive, and presentational modes/purposes.**

|   |   |  |
|---|---|--|
| 4 | Situations very authentic; improves greatly on incorporating presentational mode. |  |
|---|---|--|

**Materials provide opportunities for students to express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements. (1.1.B1)**

|   |   |   |
|---|---|---|
| 4 | Text allows use of complex structures to express the above. | Text allows use of complex structures to express the above. |
|---|---|---|

**Materials provide opportunities for students to respond to one-on-one interactions, simple questions and simple requests. (WL – 1.1.B2)**

|   |   |  |
|---|---|--|
| 4 | Very plentiful, particularly with regards to partner exercises. |  |
|---|---|--|

**Materials provide opportunities for students to incorporate appropriate gestures in conversations.**

|   |  |   |
|---|--|---|
| 2 | Videos provide opportunity to see and mimic. | Little mention in text or opportunity to use. |
|---|--|---|

**Materials provide opportunities for students to create descriptions within contexts. (WL – 1.1.B6)**

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time



| <i>Rating</i>   | <i>Strength</i>  | <i>Weakness</i>                                   |
|---|--|---|
| 4   | Plentiful and complex as appropriate.  |   |
| <b>Materials provide opportunities for students to exchange information with peers and others. (WL – 1.1.B7)</b>  |  |   |
| 4   | Great deal of partner practice and increases amount of group practice.                       |   |
| <b>Materials provide opportunities for students to use different ways to express the same idea WL – 1.1.03</b>  |  |   |
| 4   | Allows for circumlocution with advanced expressions and vocabulary.                          |   |
| <b>Materials provide opportunities for students to understand and interpret written and spoken language on a variety of topics.</b>   |  |   |
| 4   | Good practice if all materials are integrated (I.e. videos, CDs, etc.)                       |   |
| <b>Materials provide opportunities for students to respond appropriately to familiar directions, instructions and commands. (WL – 1.2.B1)</b>                                   |  |   |
| 4   | All directions and prompts are in Spanish.   |   |
| <b>Materials provide opportunities for students to identify and use some aural, visual and contextual clues to derive meaning. (WL 1.2.B4)</b>                                  |  |   |
| 4   | All reading and listening materials are in Spanish and allow to build these skills.          |   |
| <b>Materials provide opportunities for students to identify main ideas and key words in level appropriate speech and print material. (WL 1.2.B7)</b>                            |  |   |
| 4   | Many, plentiful.   |   |
| <b>Materials provide opportunities for students to present prepared material (e.g., poems, dialogues, songs) to audiences. (WL – 1.2.B3)</b>                                    |  |   |
| 3   | Ideas present in gratis materials.   | Still not a concentration of text, but improving. |
| <b>Materials provide opportunities for students to summarize main ideas of selected authentic and/or contextualized materials (e.g., stories, TV commercials) (WL – 1.3.B7)</b> |  |   |
| 4   | Material in text and on videos is very authentic and varied.                                 |   |
| <b>Materials provide opportunities for students to narrate events using some temporal expressions (e.g., tell what they are going to do for their birthday).</b>                |  |   |
| 4   | Primary concentration of text - building towards using advanced verb tenses to achieve this. |   |
| <b>Textbook/instructional material is organized according to the natural acquisition of language through function.</b>  |  |   |
| 4   | 4  | 4   |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

| Rating  | Strength  | Weakness  |
|---|---|---|
| <b>Emphasis is placed on lifelong learning by suggesting uses of the target language for personal enjoyment and enrichment.</b>   |   |   |
| 2   | Improving, but still not a recurring theme of text.   | Mainly left to the teacher - not a large concentration of text.                         |
| <b>Students are given opportunities to gain knowledge and understanding of other cultures, as well as their own.</b>  |   |   |
| 4   | Begins to tie it all together at this level.  |   |
| <b>Cultural information is authentic and current.</b>   |   |   |
| 4   | Very authentic and current, as well as appropriate for students.  |   |
| <b>Cultural information reflects the diversity within the cultures (e.g. race, economics, political, social).</b>   |   |   |
| 4   | Fair treatment of all aspects.  |   |
| <b>Cultural information is presented in the target language whenever possible.</b>  |   |   |
| 4   | All culture in Spanish to allow students to work on both reading and culture learning skills.             |   |
| <b>Material integrates Arts and Humanities when possible.</b>   |   |   |
| 4   | Discusses all aspects as related to target culture(s).  |   |
| <b>Material provides opportunities for students to develop an understanding of the relationships between the products and perspectives of the culture by students opportunities to:</b> |   |   |
| Yes   | <i>Identify common words, phrases and idioms</i>  | Yes <i>Identify social, geographic, political factors that impact cultural practice</i> |
| Yes   | <i>Identify commonly held generalizations about target culture</i>  | Yes <i>Identify differences and similarities among same-language cultures</i>           |
| Yes   | <i>Identify products, expressive forms, contributions, objects, images, and symbols of target culture</i> |   |
| 4   | Strong on elaborating on these relationships.   |   |
| <b>Cultural information reflects the influence of the target culture in the United States and around the world.</b>   |   |   |
| 4   | Strong emphasis on this as a theme of the text.   |   |
| <b>Content reinforces knowledge of other disciplines through the target language.</b>   |   |   |
| 3   | 3   | 3   |
| <b>Linguistic connections are made among languages.</b>   |   |   |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

| <i>Rating</i>   | <i>Strength</i>   | <i>Weakness</i>  |
|---|---|--|
| 4   | Mentions many connections among dialects and cultures, but connections are made to provide a basis for understanding. |  |
| <b>Structural patterns are identified in both the target language and the student's own language.</b>       |   |  |
| 4   | Text draws upon English to better explain Spanish grammar.  |  |
| <b>Historical connections are made among languages.</b>   |   |  |
| 2   | Cognates are a minor focus.   | Still lacks in acknowledging Spanish as a Romance language explaining its role as one. |
| <b>Materials provide connections with target culture through technology media, and authentic resources.</b> |   |  |
| 4   | If all extra materials are used (l.e. videos, CD-ROMs, etc.), these connections are possible.                         |  |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time